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Christian Education Magazine

MARCH-APRIL 1936

VIEW OF DUKE UNIVERSITY CAMPUS

Graduate Schools Number

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Christian Education Magazine

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Our Graduate Schools

THAT SOUTHERN METHODISM does not need any more graduate schools than the three it has at Southern Methodist University, Emory, and Duke is a proposition upon which very general agreement exists. That the Church does urgently need these agencies of graduate training, however, and that they in turn merit and need the support of the Church are facts less widely understood and conceded.

While the chief bulwark of the Church's educational program is, and will probably continue to be, the Liberal Arts College, there are, as the articles by Drs. Shuler, White, and Rankin in this issue will convincingly show, abundant opportunities of service open to a few strategically located, adequately endowed, and effectively manned Graduate Schools under the auspices of our Church.

At present the three Graduate Schools of Southern Methodism in spite of a certain lack of popular appreciation of their functions and opportunities and in spite of a lesser degree of Church support than is desirable, are rendering significant service. With a widely known and constantly improving quality of academic service, these schools last year ministered to the educational needs of 1,590 students of graduate or professional classification. Surely the channeling of such a stream of leadership back into the life of the South is a contribution in which our Church may well take pride.

If we are to accord these Graduate Schools the support which they so greatly deserve, it will mean not only more generous appropriations for them in our Conference budgets, but it will call for the directing of a larger proportion of our promising and outstanding young people to these seats of learning as places where they shall receive their graduate training, and it will also require the opening of a larger number of vocational and service opportunities to the products of these schools.

For example, local churches to an extent, and our church colleges in far greater measure, can by personal guidance of their young people and students become "feeders" to the graduate schools of Southern Methodist University, Emory, and Duke. We have some local churches and some pastors making notable records in this regard and some of our colleges are very literally "feeders" to the graduate schools of the Church. Others leave much to be desired in this relationship.

Some of our smaller church colleges are finding that this spirit of rapport is greatly strengthened by observance of the second suggestion above, namely that of providing vocational and service opportunities on their faculties for certain of our graduate school products. In addition to the fact that this policy in itself constitutes a reasonable and effective type of

co-operation which one Christian agency might render to another, it probably contributes more than any other one factor to the establishment of the "feeder" relationship described above. Students inspired to further study are prone to attend the schools from which their most inspiring teachers have come. While some of our colleges seem largely to ignore the possibilities that lie in this area of co-operation, others in filling vacancies tend to give preference (personal qualities being equal) to candidates who, irrespective of their work in other universities, have graduated from, or at least studied for a reasonable time in, one of the graduate schools of our Church.

Not only are the co-operative relations of such colleges with our graduate schools enhanced, a worthy end in itself, but the whole program of Christian education in the South is improved in proportion to the strength and influence of the co-operating schools.

To the graduate schools of Southern Methodism this number of CHRISTIAN EDUCATION MAGAZINE is dedicated with the hope that these agencies of Christian education may enjoy increasing prestige and may render ever larger service.

The Place of the Graduate School in the Program of Christian Education

ELLIS W. SHULER*

IT is significant that the Church has always concerned itself more with the education and spiritual development of the individual than with programs of social reform. The Church has recognized that education is primary for every phase of human advancement; but the surprising thing is that the Church has not earlier centered its educational program in foundations specifically to train leaders and to enlarge the fields of human knowledge.

A study of education in the United States shows that the Church is a pioneer in supplying needed schools which in many cases are later taken over by the state. This is true in the history of elementary education; it is especially true for secondary education and education of college grade. The parish school and the Church academy have been displaced by the public schools, the state high school, and the junior college. The schools established by the Church, "in loco parentis," are for the most part, because of the increasing density of population and community wealth, no longer widely needed as the students now live in the homes of their parents when they go to school.

The Methodist Church can and must support certain schools which meet a real need either because of widespread patronage distribution or more especially because they offer advantages as Christian institutions which are not offered in state institutions; but the fact is obvious that the large majority of Methodist young people will in the future be educated in state supported schools. The Church is no longer in the business of mass education.

If then it is true that the Church can no longer educate the masses, is there today a field of pioneering and of special need for the Church in education?

In the swirl and kaleidoscopic changes in modern government, in the economic and sociological movements going on at the present time, one thing is clear and that is that if the United States is to remain a Christian nation, its leaders must be Christian. The one vital concern of the Church today is where and under what environment the leaders of the nation shall be educated.

The graduate school begins where the college ends. The "fifth year," one year of graduate work, is universally recognized as necessary for high school teachers. The standards of education have amazingly in-

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creased in recent years. The Bachelor's degree is now the starting point for professional and business training. The Master's and the Doctor's degrees are not only necessities for the college teacher, but in the commercial, business, technical, and professional world, they are now the needed evidence that their holders have definite abilities and powers.

For effective work the Church needs to marshal its own select young men and women who have been prepared with the cultural background of a Bachelor's degree. It should give to them the most efficient graduate training for every field of endeavor, such training as will command the respect and attention of the whole educational world. The result will be a vigorous and efficient national leadership imbued with Christian ideals.

There is a distinct difference between the character of the work in the college and that in the graduate school. The college student takes in from the great storehouse of the world's knowledge; the graduate student challenges the authority of the past, and strives to push forward the boundaries of learning.

For the student the trial of faith is most often found in the graduate school for here comes first the legitimate doubt of authority. Here more than in any stage of the education of the individual does the Church need to fear the hands of ruthless men.

The Church has nothing to fear from great scientific laboratories *per se*. Mendel, the monk, working in his garden, founded the laws of genetics, yet lost none of his spiritual values. On the other hand it is inconceivable that a student working side by side with the vitriolic Ernst Von Haeckel would not be inoculated with his hatred of all for which the Church stands.

While it is frankly admitted that there is a definite hostility to the Church among scholars in many universities, the dominant reason is that men trained in research have felt that Church institutions were afraid to enter the realm of freedom of thought. Scholarship *per se* everywhere commands respect. If the Church can and will build laboratories as well equipped; if it will man its faculties and furnish the equipment, the materials, and the libraries needed; then the criticism of the anti-church scholar becomes merely that of another man who no longer carries with his criticism the prestige of superior scholarship.

Research

It is said that great national bankers will not lend money to any industrial institution or organization which does not support a research department. The progress of mankind is marked by the gains made by original thinkers. Man's closest approach to his Creator is in his positive attempt to follow out the thought created. It is the sorriest stuff and nonsense that man's genius in the sciences has outrun his living; but if it were so, then it is high time we were searching and investigating the most effective methods of making the Christ principles work among men.

Ideally the supreme function of Christian education would be that of expanding the field of human knowledge. It is true enough that through its history the Church has been the conservator; this position has value, but if the student were taught only what other men have thought, our race would enter another stagnant Sargasso of the Middle Ages.

On this point, Professor Curt

John Ducasse of Brown University has recently said:

> If universities did nothing but pass on to the next generation the expert knowledge already won in the past, they would be serving to maintain our civilization at the level it has already reached, but would contribute nothing whatever to its further advance.
>
> Vitally important as it is to pass on these results to each succeeding generation, it is no less important, but if anything more so, to push further and further back in each generation the high wall of ignorance which hems in mankind on all sides.
>
> And to the task of pushing back that wall of ignorance, the larger and most difficult part devolves upon the universities. They alone have the equipment indispensable for it, and they alone can give to the men capable of performing it, the economic opportunity to do so.
>
> It is through them that the civilization of today makes, not its most spectacular, but its most basic and most far-reaching contribution to the civilization of tomorrow, for there is no investment that has yielded such vast returns as investment in pure research.

Training for Leadership

If the Church cannot hope to educate the masses, it can and must do its most effective work through the advanced education and training of selected graduate students. To the end of the training of such selected leaders the graduate schools of the Southern Methodist Church are dedicated. That such methods are worthy and workable is shown in the following data chosen merely because it is at hand, from the records of Southern Methodist University. Both Duke and Emory University could make similar showings.

From 1915 through 1934 at Southern Methodist University there have been registered 1939 graduate students. Of this group, 532 received the Master's degree. The activities and accomplishments of this select list of alumni are both surprising and important.

From the School of Education alone, among the 173 alumni are listed—two college presidents; twelve college administrators; forty-three college teachers; forty-eight public school teachers; twenty-four school supervisors and principals;

HYER HALL OF PHYSICS, S. M. U.

twenty-eight superintendents; eight candidates for the Doctor's degree; and six alumni who have places in the Texas State Department of Education.

Data from the remaining alumni is not so complete but it includes two additional college presidents and five college professors. Among the alumni there are lawyers, writers, pastors, newspaper men, bankers, and business men. All of these men have come at a critical period of their growth and development in contact with teachers whose fundamental interest is tied up with the program of Christian education.

Leadership is difficult to evaluate; but even the most casual estimate will give higher rating to an institution which takes as its raw material the finished product of another.

The place of the graduate schools of Southern Methodism, in its program of Christian education, is to raise educational standards in the South and the Southwest, to foster basic sociological and scientific research and above all to furnish Christian leadership, lay as well as professional.

Florida-Southern College Abandons Football

Ludd M. Spivey*

FLORIDA-SOUTHERN COLLEGE has abandoned intercollegiate football with excellent results. There was less confusion and disorganization during the autumn term, students made better grades, and we did not have to face the usual bothersome problem of insufficient gate receipts.

We did not do away with intercollegiate football impulsively; we considered the matter at least three years. When we finally announced our decision, some of the more ardent fans said we were about to ruin the school. They said there would be an immediate decrease in enrolment and a waning of school spirit.

Happily, there has been a fifteen per cent increase in enrolment, and an attractive intramural sports program has kept school spirit in its usual good health.

Many of us who thrill to the sight of two well-trained elevens matching skill and brawn on the gridiron hesitated to eliminate intercollegiate football from Florida-Southern's program. We had some great contests during the years we were playing other college teams, but the intercollegiate program became a burden we could not conscientiously continue to tolerate.

With an average enrolment of 600 students, we had only mediocre material from which to choose a squad, and mediocre players cannot do the flashy performing fans like to see. Therefore, football seldom paid its way and was dead weight financially.

We found that a game scheduled to be played on Saturday invariably began on Thursday among the students, and the pre-game excitement never failed to make itself felt to scholastic disadvantage. After each game, of course, the students spent the entire week-end rehearsing it and entertaining visitors.

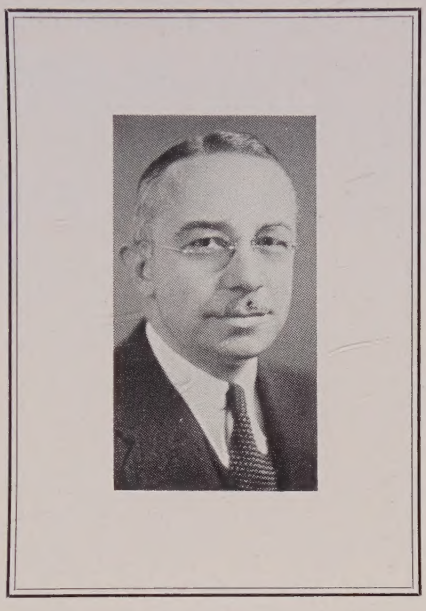
And so, while we miss the diverting excitement of intercollegiate football days at Florida-Southern, we feel confident we have gained much by confining our sports activities to intramural limits. Evidence of the complete success of the intramural program is seen in the fact that during its first year eighty per cent of the students have taken part in at least one sport, many of them in several.

Intercollegiate football is great fun, but dreadfully expensive.

*President Florida-Southern College, Lakeland, Fla.

The Need for Graduate Schools in the South

GOODRICH C. WHITE*



THERE are, today, good colleges in the South. There is, it is true, much room for improvement. There is still too little discrimination, too little appreciation of the meaning of real college work, too little of a striving for excellence. Too many of our colleges are trying to maintain themselves under handicaps that make high standards impossible. But there are in every state institutions offering opportunities for training on the college level that compare not unfavorably with those in any other section of the country.

In the field of productive scholarship and training above the college level the picture is entirely different.

The development of the American university as we know it today began with the establishment of Johns Hopkins University in 1876. In the decades following a number of the older and more famous of the colleges of the East began the development of their graduate schools. Some of the state universities of the Middle and far West expanded rapidly on this level. The University of Chicago was established in 1892 and achieved great prestige almost immediately because of the generosity of its founder and the energy and wisdom of its organizer in attracting a notable array of distinguished scholars to its faculty. Today some 40 to 50 American universities have well-organized graduate schools; at least ten or a dozen of them are world centers of scholarship and research.

In this development the South has had regrettably small part. Our "universities" are relatively numerous; but we are forced to recognize that Professor Nixon of Tulane is right in his comment that in the South the term "university" is frequently a misnomer "if a comprehensive and productive graduate school is the distinguishing mark of a university." (H. Clarence Nixon, *Colleges and Universities,* in *Culture in the South,* edited by W. T. Couch, The University of North Carolina Press, 1934, page 235.) Professor Nixon pictures the typical graduate school of the South as concerned mainly with the provision of opportunities for teachers and prospective teachers to broaden somewhat their training and to improve their professional status by the securing of master's degrees. The university, typed by its graduate school as a group of scholars and scientists engaged in research

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and the training of mature students, concerned with the advancement as well as the dissemination of knowledge, is rarely found in the South.

Only three Southern institutions have been admitted to membership, as yet, in the Association of American Universities: the universities of Virginia, North Carolina, and Texas. Membership in this association is open only to those institutions having strong and comprehensive graduate schools. (The distinction must be borne in mind between the roll of members of this association and its list of approved colleges. Only thirty universities, including two in Canada, are members. There are 243 other institutions on its approved list. Of these many are in the South. Eleven are Southern Methodist institutions.)

In 1934 there was published a report of a Committee on Graduate Instruction of the American Council on Education. (*The Educational Record,* Vol. 15, No. 2, April, 1934, pages 192-234.) Fifty to one hundred competent judges in each of some thirty-five fields of knowledge were asked to name the institutions regarded as qualified to offer the doctorate in that field. The placing of an institution on the list as approved for advanced graduate study in a particular field represented the pooled judgments of this jury. In addition, each jury, by its collective vote, designated certain institutions to be starred as distinguished in the particular field with which that jury was dealing.

There were sixty-two different institutions listed as approved in one or more fields. Of these sixty-two, only six were members of the Southern Association of Colleges and Secondary Schools.

The total number of approved departments in the institutions of the country was 638. Of these, only 39 were in institutions of the Southern Association. Two Southern institutions had eleven approved departments each; one had eight such departments; another four; another three; and still another two.

There were 221 stars of distinction assigned. Of these, two only went to departments in Southern institutions: one to the University of North Carolina and one to the University of Texas.

To put the facts another way: there are fewer distinguished departments in the South as a whole than in *any one* of eighteen institutions in other parts of the country. There are fourteen single institutions of the East, the Middle West, and the far West, any one of which has more than half the number of approved departments in all the institutions of the South combined.

In a widely discussed article published in the *Atlantic Monthly* for June, 1935, Dr. Edwin R. Embree, President of the Rosenwald Foundation, undertakes a ranking of American universities "in order of their eminence." In the closing paragraphs of the article Dr. Embree calls attention to the striking fact that, by the relatively objective criteria that he uses, no Southern university is found worthy of a place on his list of the dozen or so leaders or even on a much longer list of America's outstanding universities. Of course Dr. Embree is concerned with the university as a center of research and productive scholarship; it is the rank of its graduate departments that determines his judgments. "The Atlantic seaboard, the Midwest, and the Pacific slope are all contributing toward the highest reaches of the intellectual life. The South alone is outside the main currents of science and scholarship."

Dr. Embree comments on this

shortage in the South, not captiously but "in the earnest hope that something will be done about it." He believes that the South is still producing its fair share of the national leadership. But, he thinks, lack of opportunity has driven out of the South many of the most ambitious industrially and the most promising intellectually. He expresses the conviction, therefore, that even one university of first rank would provide a rallying center for the South's intellectual forces, offer opportunity for Southern scholars, attract a fair share of the best brains from other sections, raise the level of scholarship in other educational institutions, and enrich the intellectual and cultural life of the whole region. "A great university in the South," says Dr. Embree, "is the insistent need in American scholarship today." (*In Order of Their Eminence, An Appraisal of American Universities,* by Edwin R. Embree. *The Atlantic Monthly,* June 1935, Volume 155, No. 6, pages 652-664.)

Dr. Wilson Gee of the University of Virginia, in a study of *Research Barriers in the South,* has a chapter on what he calls the "drag" out of the South. Careful study of statististically treated data leads to confirmation of the opinion that much of the best potential intellectual leadership of the South has been drained off, attracted by superior opportunities for development and for service in other sections. "This region," says Dr. Gee, "has given in larger measure than it has received in return."

Dr. Gee finds the remedy for this debilitating "drag" in the development of high-grade facilities in the South, so that a larger proportion of Southern scholars may be able to get their training in the South and may find greater opportunity in the South for the employment of their talents for research and productive scholarship. (*Research*

COMMENCEMENT PROCESSION, EMORY UNIVERSITY

Barriers in the South, The Century Co., 1932, page 166.)

It is not symptomatic of a narrow and prejudiced sectionalism to wish that the South might take its place in "the main currents of science and scholarship"; to wish that fewer of our promising scholars and scientists found it desirable or necessary to seek their advanced training elsewhere than in the South; to wish that a smaller proportion of our best minds were drawn permanently out of the South by superior opportunities for scientific and scholarly research; to wish that there might be scholarly interchange on more nearly equal terms between the South and other sections; to wish that more scholarly monographs and journals and widely used and influential texts might be produced in the South; to wish that we might have the leavening influence in our cultural life generally of vital and creative intellectual centers; to wish, even, that we might stop thinking and talking of "the South" as a section peculiar and apart; to wish that, rather, we might stand on even footing intellectually with other regions, making our contribution and sharing as equals in the intellectual life of the nation.

Interested and competent observers have ventured at times to suggest those institutions that seem to offer greatest promise for development into such centers of research and intellectual leadership as are so clearly needed. The notable progress made at Duke University in recent years makes its inclusion in any such list inevitable. Emory University is recognized as strategically located, as having laid sound foundations in its undergraduate and professional schools, and as having achieved prestige among the institutions of the Southeast. Southern Methodist University, already making distinctive contributions in certain fields of scholarship, has every opportunity to take rank alongside the great state university of Texas as an intellectual center for that great dominion.

It is gratifying that these Southern Methodist institutions are commanding the attention of those who survey the educational situation and the needs of the South. Their future depends upon the resources that may be made available for their development and upon the appreciation that may be developed among their constituency of the work that they are now doing and of their opportunities for greater service.

Huntingdon College Restudies Its Religious Functions

THE new catalogue of Huntingdon College, which will come from the press the last of March, will reflect conscious effort on the part of the faculty to introduce materials into certain courses of all departments of the institution designed to enrich the religious culture of the students. For some time the Curricula Committee of the College has been trying to answer the question "What more can the liberal arts college under the auspices of the church do for the religious culture of students than has been done by the traditional institutions?" There is a feeling among some of the educators of the church that the educational institutions under church auspices must give serious heed to this question if the increased expenditures on the part of the church for these institutions are to be justified, and Huntingdon College is eager to develop and apply increasingly effective methods of developing the degree of religious culture to be desired in the products of a church educational institution.

The Place of the Southern Graduate School

ROBERT S. RANKIN*

THE improvement and growth of graduate schools in the South has come none too soon for these schools have a place in the development of the South, the importance of which few people realize. Some idea of the future position of graduate schools in the Southland may be gained by picturing how much this section has lost during the years when there were no well established graduate schools. Many Southern boys and girls interested in doing graduate work have been forced to go to other sections of the United States to receive their graduate training—not because they wanted to leave the South but there was no college or university in their locality offering work that appealed to them or that was of a high enough caliber to challenge their best efforts. The result of these migrations has been beneficial to the individual student but the South as a section has suffered a great loss. Frequently the graduate student, on receipt of his degree, finds a job in a college or university, or in an industry, located in the near vicinity of the school in which he does his graduate work. An illustration of this fact occurred in a family that lived close to my own in a small southern town. Three sons in the family received their A.B. degrees from a good southern college. On the completion of their work, one went to New York City to study theology,

A CORNER OF CRAVEN HOUSE, DUKE UNIVERSITY, WHERE MANY OF THE GRADUATE STUDENTS LIVE

another to Philadelphia to study medicine, while the third son went to Boston to do his graduate work. The first student aided himself through the seminary by acting as assistant pastor in a nearby church. After he had completed his training, the pastorate in this church having become vacant, he was called as pastor and now lives in a New Jersey town. The second son, when he finished medical school, interned in a Philadelphia hospital and on completion of this term joined with another doctor and opened an office in one of the Philadelphia suburbs. The third boy accepted a position as a research assistant in a large New England university. In such a manner was the South deprived of the services of these three men. Many similar cases could be given. Examine the faculty lists of many northern universities and you will find there some of the best brains produced in the South. It is im-

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possible to estimate how much the South has really lost but it is high time that action be taken to keep a fair proportion of these men in their own section of country. True we want many of our college graduates to do graduate work in other parts of the United States but it must be realized that the South has suffered to an alarming extent by this wholesale exodus of students desiring graduate work.

At present many graduate schools in the South are realizing what is taking place and are making a strong bid for the graduate student by improving the quality of the work offered as graduate work. Many schools have found that as a result a large number of the graduate degree holders settle permanently in the South. Here at Duke eighty of the one hundred and fourteen individuals who have received the Doctor of Philosophy degree during the past eight years have located in the South. The same thing is true in other schools. With the acquisition of real faculties, with ample laboratory facilities, and with libraries that beckon to the research men, improvement in the caliber of work done in our graduate schools will be certain and the South as a section will be greatly benefited.

In behalf of the graduate schools it might be said that too much is expected of them. A graduate school must turn out successful school administrators, inspiring teachers, and gifted research men trained for industry or the campus. It is nearly impossible to combine all these qualities in any one person. Due to the above condition and to the fact that jobs have been scarce, many persons have been misplaced and we find teachers acting as administrators and the man who would have been a success in industrial work doing the work of a laboratory assistant in some college laboratory. Our graduate schools must not only attract students but once the student starts work must first be more selective in the type of training given to graduate students and, second, must use the utmost possible care in helping degree holders find positions that will enable them to make use of their talents to the best degree.

At the present time the majority of students embark upon graduate work for one of three reasons although all three reasons might enter into any particular case. The first group begins graduate research with the ultimate aim of receiving the Doctor's degree and to become a teacher in some university or college. The second group plans to do industrial work or social service work and feels the need of the specialized training offered by graduate schools to enable them to become experts in their fields. The third group is composed of teachers in secondary schools, the majority of whom desire to start work toward a higher degree—usually the Master's—in order to improve their rating by state educational agencies and so improve their salary rank. In practically all graduate schools you will find these three groups, the first composed of individuals lost in their research, absorbed in their theses; the second group, that yearly is making more demands upon graduate schools, is made up of those who expect to enter industry and the business world and are registered in the graduate school only for what they can get out of it and for teaching not at all. The last group, made up to a great extent of individuals who would never have started this type of work if it did not offer prospects of immediate salary increase, interested in their work but first interested in getting a degree. With such groups entering the graduate

school, the success of training all in the same manner is indeed problematical. Certainly the teacher who intends to teach English in grammar school needs a different sort of training from the individual who plans to teach English in college or to enter the field of journalism. In other words, the graduate schools must meet this new challenge and offer programs of work for these three groups that will tend to make them experts in the field of their life's work. That paragon, a good research man and a thorough and interesting teacher, is so rare that instead of working toward a goal that is so infrequently secured we should make good teachers of our teachers and expert research men of those who are interested in that phase of academic work. In England the legal profession has benefited by the fact that there are two kinds of lawyers, solicitors and barristers. The solicitor deals with the client and prepares the case for trial, the barrister is the expert who presents the evidence to the court. In France the young law student must decide whether he wants to be a lawyer or a judge and must plan his studies accordingly. Both countries have been praised for the above rules and they set a splendid example for our graduate schools. With graduate schools, such as are rapidly developing in the South, with proper facilities and equipment, and with programs of work well planned and clear-cut, a majority of Southern students will begin to do graduate work in the South and will finally locate here. If this program is fully carried out, the South of the future will owe much to its own graduate schools.

* * *

Twenty-nine dinners in thirteen states were a part of the celebration on January 25 of the beginning of Emory University's centennial year. Thousands of Emory alumni were able to sit in on the Charter Day celebrations through a nation-wide broadcast over station WSB.

THE CHEMISTRY BUILDING, DUKE UNIVERSITY, WHERE MUCH GRADUATE WORK IS DONE

Brevard College Launches Constructive Two-Year Program

BREVARD COLLEGE (Brevard, N. C.), Southern Methodism's youngest college, which is now in the midst of its second year of operation, has announced the following program for 1936-1937:

1. An enrolment of four hundred good students.
2. A summer quarter of equal rank with other quarters.
3. Lay the foundation for full accreditation by the Southern Association in 1937.
4. A new library building and one thousand new books.
5. A new gymnasium and athletic field.
6. A modest infirmary.
7. Endowment increased to $100,000.
8. Adequate provision for teaching modern science.
9. Participation of all students in wholesome social and religious activities.
10. Further development of the principle of self-help in the College.
11. A balanced budget and operation without a deficit.
12. Promote the development of the institution as a Christian college.
13. Train students for active participation in the activities of the local church.
14. A guidance program which will aid students in finding locations in other colleges or in suitable occupations.

New academic distinction has been achieved by S. M. U. (Dallas, Tex.) in being invited to join the Southern University Conference, which is composed of between thirty and forty of the leading institutions of the South. Dr. W. P. Few, of Duke, is president of the conference.

New Building Dedicated at McTyeire School, Shanghai

AT a recent dedication service of unusual interest and rare impressiveness Richardson Hall on the campus of McTyeire School, Shanghai, China, was fittingly dedicated to the service of Christian Education. The building is one of remarkable beauty and is well adapted to its purposes. Its erection was made possible through the gifts of Chinese people and it marks another forward step in the growth of this vigorous mission school.

Bishop Arthur J. Moore officiated at the service and we are privileged to print below the form of dedication used:

"For as much as God has put it into the hearts of his people to build this house, and has blessed them in their undertaking, we solemnly dedicate Richardson Hall to his service in the field of Christian education, that the highest and best in Christian Culture may here be offered to the womanhood of China.

"That he may graciously accept this labor of our hands, let us devoutly pray."

Dr. Ruben L. Kahn, originator of the Kahn blood test and beneficiary in 1933 of the $1,000 prize awarded by the American Association for the Advancement of Science, delivered to Emory University medical students a series of lectures on "New Concepts of Immunity and Bodily Resistance" during the week beginning January 27.

Seven chapel services at Emory Junior College (Valdosta, Ga.) were recently given over to hearing reports from students who attended the Memphis Young People's Conference.

National Methodist Educational Conference Planned

MEETING in New York on January 13, representatives of the school and college interests of the three major branches of American Methodism gave consideration to the holding at an early date of a joint meeting of the Educational Association of the Methodist Episcopal Church, the College Section of the Educational Council of the Methodist Episcopal Church, South, and the College Presidents and other educational officials of the Methodist Protestant Church. The meeting, which was marked by a one hundred per cent attendance of all representatives designated by their various church groups to serve on this general committee of planning, met in the Prince George Hotel at four o'clock P.M. and continued at its work through a dinner session and into the evening.

The conception of an All-Methodist College Conference grew out of a suggestion made in Atlanta at the annual meeting of the Council of Church Boards a year prior to the meeting of this committee. During the remainder of 1935 the idea was further developed through correspondence carried on among leaders of the educational programs of the three Churches with the result that the New York meeting of this representative group was arranged.

St. Louis was chosen as the place for the joint meeting and October 11 to 13 as the dates. The gathering will be known as the National Methodist Educational Conference. Its motto or slogan will be "Forward together." It is to be understood at once that the meeting is wholly unofficial but it is indicative of a fine spirit of co-operation between the forces of higher education in the three branches of Methodism and is therefore of more than ordinary significance. It is expected that the attendance will include the presidents and other official representatives of Methodist colleges throughout the nation and representatives of Conference Boards of Christian Education.

The program as yet is not complete and detailed announcements cannot be made as to its content. It is thought, however, that it will feature a great opening mass meeting on Sunday night addressed by one or more outstanding Methodist educators and devoted to a magnifying of the Church's place in the educational field. Other program offerings will include general sessions of the Conference to consider problems of common interest and special group meetings as of college presidents and Conference Board Chairmen.

Provision will also be made in all probability for business meetings of the various denominational groups since at least in the case of our own College Section the St. Louis sessions will constitute the official annual meeting.

The men, together with their respective official relationships, who are leading in planning this Methodist-wide educational gathering are listed below:

F. C. Eiselen, Corresponding Secretary, Board of Education, Methodist Episcopal Church, 740 Rush Street, Chicago, Illinois.

William F. Quillian, General Secretary, General Board of Christian Education, Methodist Episcopal Church, South, 810 Broadway, Nashville, Tennessee.

F. W. Stephenson, Executive Secretary, Board of Christian Education, Methodist Protestant Church, Room 205, 3267 West

Liberty Avenue, Pittsburgh, Pennsylvania.

Daniel L. Marsh, President of Boston University and of the Educational Association of the Methodist Episcopal Church, Boston, Mass.

Harvey W. Cox, President of Emory University and of the College Section, Educational Council, Methodist Episcopal Church, South, Emory University, Georgia.

William J. Davidson, Assistant Secretary, Educational Institutions, Board of Education, Methodist Episcopal Church, 740 Rush Street, Chicago, Illinois.

W. M. Alexander, Secretary, School and Colleges, General Board of Christian Education, Methodist Episcopal Church, South, 810 Broadway, Nashville, Tenn.

E. A. Sexsmith, President, Board of Christian Education, Methodist Protestant Church, 516 North Charles Street, Baltimore, Maryland.

John L. Seaton, President of Albion College, and University Senate, Methodist Episcopal Church, Albion, Michigan.

G. I. Humphreys, President of High Point College, Methodist Protestant Church, High Point, North Carolina.

William P. Tolley, President of Alleghaney College and Secretary-Treasurer, Educational Association, Methodist Episcopal Church, Meadville, Pennsylvania.

H. D. Bollinger, Assistant Secretary in charge of Wesley Founda-

Methodist Educators Plan Joint College Meeting

Around the table from left to right: Messrs. Seaton, McKeown, Morrill, Davidson, Alexander, Cox, Eiselen, Sexsmith, Bollinger, Brown, Tolley, Stephenson, Humphreys, Marsh, Quillian.

tion, Methodist Episcopal Church, 740 Rush Street, Chicago, Illinois.

Harvey C. Brown, Director of Wesley Foundation, Department of Schools and Colleges, General Board of Christian Education, Methodist Episcopal Church, South, 810 Broadway, Nashville, Tennessee.

Boyd M. McKeown, Director of Promotion, Department of Schools and Colleges, General Board of Christian Education, and Secretary-Treasurer of the College Section, Educational Council, Methodist Episcopal Church, South, 810 Broadway, Nashville, Tennessee.

M. A. Morrill, Director of Publicity, Board of Education, Methodist Episcopal Church, 740 Rush Street, Chicago, Illinois.

President and Mrs. Snyder Recent White House Guests

BEING guests of President and Mrs. Roosevelt at their recent dinner in honor of the Supreme Court was the rare privilege of Dr. and Mrs. Henry N. Snyder of Wofford College, Spartanburg, S. C. About eighty persons were in attendance at the dinner, including distinguished governmental officials and leaders from all sections of the Nation.

Two Schools Suffer Fire Losses

DURING recent weeks two of the schools of Southern Methodism have suffered losses of their dormitories for boys. At Birmingham-Southern College (Birmingham, Ala.) a fire swept through the Men's Building one night toward the end of the Christmas Holidays leaving the structure in ruins, and at Cumberland Mountain School (Crossville, Tenn.) a more recent fire razed the Boys' Dormitory to the ground. At each institution school work is continuing as usual and emergency measures are being employed to care for the situations the fires created. The trustees of the latter institution, however, have voted since the fire to suspend Cumberland Mountain School for the period of one year beginning at the forthcoming commencement. It is thought that this breathing space will allow time for certain needed readjustments to be effected and for the future of the educational program of that area to be more definitely assured through wise and constructive planning.

Centenary Professor Prepares Unusual Map

PROFESSOR A. M. SHAW, JR., of Centenary College of Louisiana (Shreveport, La.), is recently the author of an unique literary map of Louisiana. It is a clear outline map of the state, approximately twelve inches square; and in order that it may best serve its purpose of presenting as strikingly as possible the various points within the state holding special literary interest or associations, the map is not unduly complicated. It shows only spots where noted literary characters have lived or areas made famous as scenes of stories or through other literary references or associations. Marginal comments and designations on the face of the map serve to explain the literary importance and connections of the places shown.

Mr. Shaw reports that the map is meeting a very favorable reception.

Movies illustrating "The Human Interest Side of Japan and Manchukuo" were shown at Emory University, January 30, by Julien Bryan, roving reporter and cameraman. Mr. Bryan is a well-known lecturer and correspondent.

Why Pastors' Schools Have Gotten That Way

W. M. Alexander

If one were asked why the Pastors' Schools of 1935 enrolled an increase of 30 per cent over the Schools of 1934, he would probably say at once it was due to the fact that we are recovering from the depression. The improved financial situation undoubtedly has had its part in this increase, but it tells neither the whole story nor the important part of it. With money coming somewhat easier, of course, the pastors find themselves better able to finance their attendance upon these Schools. This expense for the most part, however, is never very heavy, since most of our Pastors' Schools are held on college campuses in college buildings, where the only expense required is that of their travel and the actual cost of board and room accommodations during the period of the School. Another important reason for this increase in interest is to be found in the type of courses which have been added during the last year or two. These courses indicate that the pastors are pushing out in their thinking and coming to grips more and more with the broader problems that have to do with their ministry. Among the courses which are now making the strongest appeal, are:

"Contemporaneous Religious Thought and Movements"
"Christianity and Economic Relations"
"Ritual and Congregational Worship"
"The Financial Program of the Church"
"Present-Day Evangelism"
"Methods of Developing Christian Workers"
"Resources of Christian Living"
"Lesson Materials and Their Use"
"The Church Facing the Alcohol Problem"
"The Church and Rural Welfare"
"Missions in the World Today"
"The Minister and Personality Problems"

Other courses of a similar character are being offered.

Improved financial conditions, also, have made it possible for the Boards of Managers of our Pastors' Schools to secure the leadership of outstanding teachers, pulpiteers, and platform speakers for service in these Schools. The roster of teaching and speaking talent for our Schools the past year reads like an abbreviated edition of *Who's Who*. Some of the ablest leaders of our own Church and of other churches have been drawn upon for this service.

The year 1936 gives promise of being the best year so far in the Pastors' School movement. Already sixteen schools are in process of being set up. In addition to these, courses designed specifically for pastors will be offered in seven Conference-wide Schools.

Judging from the courses selected and the instructors and platform speakers already secured, the attendance and interest in the Pastors' Schools of 1936 promise to surpass that of 1935. There is given, herewith, a list of the Pastors' Schools of 1936, together with the name of the Dean of each, and the date and place where the School is to be held:

Arizona: January 27-February 1; Phoenix, Ariz.; Rev. E. Clyde Smith.

Arkansas: June 15-26; Hendrix

College, Conway, Ark.; Rev. Clem Baker, Little Rock, Ark.

Baltimore: June 15-26; Randolph-Macon Academy, Front Royal, Va.; Dr. H. H. Sherman, Front Royal, Va.

Biloxi: June 15-20; Seashore Campground, Biloxi, Miss.; Rev. I. H. Sells, Jackson, Miss.

Georgia: June 1-12; Wesleyan College Conservatory, Macon, Ga.; Dr. W. A. Shelton, Atlanta, Ga.

Holston: August 24-September 5; Emory and Henry College, Emory, Va.; Rev. D. Trigg James, Bristol, Va.

Kentucky-Louisville: June 15-20; Kentucky-Wesleyan College, Winchester, Ky.; Dr. Paul Shell Powell, Bowling Green, Ky.

Louisiana: June 1-6; Centenary College, Shreveport, La.; Rev. A. K. McLellan, Alexandria, La.

Missouri: June 8-13; Central College, Fayette, Mo.; Dr. Frank C. Tucker, St. Joseph, Mo.

North Alabama: June 22-27; Birmingham-Southern College, Birmingham, Ala.; Dr. Claude Orear, Birmingham, Ala.

North Carolina: June 8-19: Duke University, Durham, N. C.; Dr. J. M. Ormond, Durham, N. C.

Oklahoma: June 1-12; Epworth Methodist Church, Oklahoma City, Okla.; Dr. Paul W. Quillian, Oklahoma City, Okla.

South Carolina: June 22-July 3; Columbia College, Columbia, S. C.; Rev. J. Emerson Ford, Marion, S. C.

Tennessee: June 15-26; Cumberland University, Lebanon, Tenn.; Dr. W. B. Ricks, Nashville, Tenn.

Texas-S. M. U.: June 15-26; Southern Methodist University, Dallas, Tex.; Dr. R. W. Goodloe, Dallas, Tex.

Texas-Southwestern University: June 8-19; Southwestern University, Georgetown, Tex.; Rev. Horace M. King, San Antonio, Tex.

Courses designed specifically for pastors are to be offered in the following Conference-wide Schools:

Alabama, North Mississippi, Memphis, New Mexico, Pacific, Virginia, Western Virginia.

Council of Church Boards Makes Changes in Membership Fees

AT the recent annual meeting of the Council of Church Boards, held in New York City in January, a resolution was adopted providing: "That the Council rule that colleges related to the constituent Boards of Education of the Council are therefore members of the National Conference of Church-related Colleges, and

"That the constituent Boards are responsible for the payment of ten dollars ($10.00) for each College, and

"That Colleges not related to constituent Boards be admitted to membership in the National Conference of Church-related Colleges upon the payment of such fee as the National Conference may determine. (The National Conference of Church-Related Colleges set this fee at fifteen dollars ($15.00).

"It is understood that Boards may secure the co-operation of the Colleges in the payment of this fee."

Before taking action in any manner on the above as it may concern the interest of the colleges of our Church, the Department of Schools and Colleges is asking that the matter be referred to the College Section of the Educational Council for such consideration as the members of that body may care to give it.

Dean Franklin N. Parker Honored

THE sun never sets on his students," was the way Dr. W. A. Shelton, pastor of Grace Church, Atlanta, took to indicate the number of men who have studied in the Candler School of Theology under Dean Franklin N. Parker, who was honored in a "surprise chapel service" January 7 on the fiftieth anniversary of his admission into the Methodist itinerancy. Dr. Parker is now serving in his sixteenth year as dean of this department of Emory University.

A handsome pulpit Bible was presented to the Chapel in honor of Dr. Parker by students and faculty members of the school. Dr. Shelton spoke representing the Church; Dr. W. A. Smart, professor of biblical theology, spoke on behalf of fellow faculty members and the University; and W. F. Dunkle, Jr., on behalf of the student body.

Numerous letters praising Dr. Parker were read from admiring friends and prominent church officials. The chapel was filled with students and representatives of all the departments of the University, as well as a large number of the Dean's friends not connected with the school.

Dr. Franklin N. Parker, son of the late Bishop Linus Parker, was admitted on trial into the Louisiana Conference on January 6, 1886; was ordained deacon in 1888, and elder in 1889. Besides holding many important pastorates in Louisiana, he was twice presiding elder of the Baton Rouge District and once of the New Orleans District. From 1911 to 1915 he was professor of biblical literature in Trinity College, after which he came to Emory as professor of systematic theology.

Dr. Parker has been five times a delegate to the General Conference and twice delegate to the Ecumenical Conference. He has served on numerous committees, boards, and commissions of the Church and declined election to the episcopacy at Atlanta in 1918.

DR. F. N. PARKER

Centenary College (Shreveport, La.) won first place in the men's section of the state-wide oratorical contest held in Alexandria, Louisiana, recently when Hugh Stephens, senior representative of the college, discussed World Peace, and triumphed over competitors for the honor from three other colleges. Besides Centenary College, students participated in the contest from Southwestern, Louisiana State Normal, and Louisiana College.

» Twenty Millsaps College delegates attended the Methodist Young People's Conference when it held its nation-wide convention in Memphis, Tenn., from December 27 through 31.

Adequate Salaries for College Teachers

B. M. M.

THE basic importance of adequate salaries for teachers is more than an academic question. Some schools in recent years are discovering to their sorrow that frequent teacher turnover is exceedingly expensive while a bad faculty morale produced by teachers who through dissatisfaction with low wages are striving unsuccessfully to find other teaching connections is even more expensive. In a school where low salaries consistently prevail the teaching staff is usually divided into four groups. One group is composed of disgruntled individuals continually striving to find other and more remunerative positions; a second group is made up of new and more or less inexperienced teachers recently imported to fill vacancies left as more capable and promising members of the staff were drained off to fit into the organizations of stronger institutions; a third group comprises for the most part older teachers who admittedly are not easily in line for positions elsewhere and who are bound by loyalty and sentiment to the college and who are, therefore, willing to stay on indefinitely and sacrifice beyond all reason in order that they might have employment of a kind and that the school might continue to live and be of use even through a greatly curtailed or relatively inadequate program of service; while the fourth group, unfortunately a small one in many institutions, includes only those few rare souls who at heart are genuine teachers and who believe in the small Church college to the extent of deliberately choosing to invest their lives in its program, regardless of the returns which may come to them personally. To the contributions of this last-named group can be traced the pristine glory of Christian Education and fortunately for modern society the type persists and may still be found in the small Liberal Arts Colleges of Methodism and other denominations both in the more stable and better endowed of these institutions, and also, though usually in lesser proportions, in the weak and struggling church-related colleges. Poor indeed is that school which has not at least a nucleus of these virile, sacrificial spirits on its faculty.

Salary cuts were undoubtedly necessary during the depression even in our more outstanding colleges but it is gratifying that in most of our stronger institutions they are gradually being replaced now and that in many schools salary figures are approaching pre-depression levels. It may have even been justifiable as a temporary expedient in our weaker colleges to prorate available incomes among the faculty members and to have an agreement with the teachers that no obligations in the form of unpaid salaries would be carried over to a succeeding year. The continuance of that policy, however, or the retention of low salary schedules cannot but lead either to an unwholesome faculty turnover or to an undesirable faculty morale. Often it results in both, but in any case the educational services of the school are greatly impaired. To give the best of service a school must have the best of teachers and they must be at their best. The subtle personal relationships involved in the educational processes are quick to reflect any strain or anxiety under which a teacher might be laboring. For the benefit of its stu-

dents, then, a church college can do no less than pay standard salaries.

A second question, more concrete and tangible than the first, concerns itself with the welfare of the teachers. It is simply this:

Can the Church justify itself in allowing any of its schools to pay wages less than commensurate with the demands made upon their teachers? To argue that our preachers on struggling appointments make heavy financial sacrifices and that our teachers in struggling colleges should be willing to do as much, is merely to beg the question. In the first place, no one condones the miserably low ministerial salaries that are paid on some of our weaker charges but in the second place, more dissimilarities that similarities exist between the relative positions of teachers in Methodist colleges and preachers on Methodist circuits. Their relationships to the Church are essentially different.

Findings in the survey of our colleges now in progress reveal that in one college the average salary received by members of the faculty is $85.55 per month. Another college paid in a recent year only 32 per cent of a salary schedule that was originally all too low. As recently as 1934-35 that school paid less than 60 per cent of its base salaries, and one other school of the Church last year paid as little as 60 per cent of the face value of its salaries. One college with eleven persons on its faculty, including the president, pays only two salaries that amount to as much as $1,000.00 per year, and another that lists 21 persons in its total college organization pays only two of them as much as $1,000.00 per year, plus board and room. Several colleges report from $12,000.00 to $25,000.00 due to teachers on back salaries.

More impressive than these figures, however, and more indicative of the stress under which teachers in certain of our weaker schools are working are attitudes reflected in their efforts to find other jobs and in the reasons assigned by some of them for seeking other fields of labor. Said one such individual recently: "I want another job, one where I can live as a normal man is entitled to live. I have been in my present position six years and there is no prospect of further promotion here. Meantime, my wife is having to teach in the college, too, and it is taking the combined earnings of both of us to meet our frugal, carefully budgeted living costs. I want to get into a job where I can earn sufficient salary that my wife will not have to continue indefinitely in the schoolroom. We want a home with children in it but the realization of that basic human desire is out of the question as long as we work for this institution."

It is time for the Church, if it is to lead in the teaching and application of social and economic justice, to face seriously the implications of sub-standard salaries for its college teachers and it is time, if need be, for the Church to ask itself some searching questions as to the basic ethical and spiritual soundness of continuing to maintain schools in which salaries are untenably low and in which there is not a reasonable and immediate probability of their being brought to a standard level—a level which, at the very least, will make possible for all the teachers in our colleges:

(1) A standard of living commensurate with that of a college community;

(2) Opportunities for continued study and growth; and

(3) Provision for economic security in old age.

Attractive Opportunities for College People in the Leadership Schools

J. F. Simpson

Mount Sequoyah, Fayetteville, Ark., July 14-28; Lake Junaluska, N. C., August 4-18

The Leadership Schools to be held under the auspices of the General Board of Christian Education in the summer have been planned with especial reference to college campus leaders of religious interests. The success of such courses offered for these leaders the last few years has revealed a keen interest in the study of campus problems in these schools.

For this summer the special course will be "Counseling and Personality Adjustment." This is an area of much importance, and, under the leadership of outstanding instructors, will prove to be of invaluable assistance to those who are responsible for helping others meet personality problems. At Mount Sequoyah the leader will be Dr. Karl R. Stolz, dean of the Hartford School of Religion. Doctor Stolz is nationally known for his success in the realm of counseling and his place on the program is significant. The leader at Lake Junaluska is Dr. R. H. Edwards, Director of the Cornell Unified Religious Work, Cornell University. He has had extensive experience in personality counseling in student religious work and is particularly well fitted for the service he will render on our program.

In addition to these special opportunities for campus leaders, the following courses will be of interest: "Christian Wordship," and "Music and Hymn Appreciation," Prof. F. Fagan Thompson, Vanderbilt University; "The American Negro," Miss Estelle Haskin, Editor of the *World Outlook,* at Mount Sequoyah —Miss Mary DeBardeleben, at Lake Junaluska; a seminar on "The Church and Modern Missions," Dr. A. W. Wasson, Foreign Secretary of the General Board of Missions, "Christianity and Economic Relations," and "Christianity and World Peace," Dr. Claud Nelson, of Atlanta, Ga., at Mount Sequoyah; "Christianity and Economic Relations," Dr. James Myers, Industrial Secretary, Federal Council of Churches of Christ in America, Lake Junaluska; "Principles of Chistian Education" and "Guiding Youth in Building a Christian Social Order," Dr. J. V. Thompson, of Drew University, Lake Junaluska; "The Epistle to the Romans," Bishop Paul B. Kern, at Mount Sequoyah; "The Nature of the Bible," Dr. W. T. Watkins, Emory University, at Lake Junaluska.

The platform speakers also give promise of unusually strong addresses:

Mount Sequoyah: Bishop Paul B. Kern, Dr. Karl R. Stolz, Dr. Elbert Russell, of Duke University; Dr. W. G. Cram, General Secretary of the General Board of Missions; Dr. William F. Quillian, General Secretary of the General Board of Christian Education.

Lake Junaluska: Dr. A. W. Beven, President of the Colgate-Rochester Divinity Seminary; Dr. R. H. Edwards, Dr. James Myers, Dr. W. G. Cram, Dr. William F. Quillian.

For additional information, write the Division of Leadership Training, 810 Broadway, Nashville, Tenn.

Going to Junaluska or Sequoyah?

E. O. Harbin

The Young People's Leadership Conferences, conducted by the General Board of Christian Education at Junaluska and Sequoyah, will be of especial significance this summer. They will follow in the wake of that great Christmas Conference of young people at Memphis, and will pick up where it left off.

From California to Florida will come young people who are outstanding leaders. It is a glorious opportunity for fellowship and counsel with the finest young people to be found anywhere.

Speakers and teachers of national prominence will be at both places. Campus leaders would find it very much worth their while to avail themselves of the opportunity to participate in one of these two conferences.

The program for this summer contemplates just one formal class session a day. Heretofore, there have been two such sessions. There will be several advantages in this arrangement. For one thing, it will make it possible to offer increased opportunities for informal discussions on vital matters. For another, it will relieve the physical and mental strain of a program packed tight with formal class requirements. Campus leaders will find ample opportunity to discuss their problems with the best leadership the Church affords.

At Lake Junaluska, North Carolina, in "The Land of the Sky," the dates are July 14-25.

At Mount Sequoyah, "in the heart of the Ozarks," the dates are July 30-August 11.

Write the Young People's Division, 810 Broadway, Nashville, Tennessee, for detailed information.

Three faculty members and three students were initiated recently into Millsaps College's newly installed Eta Sigma Phi, national classical honorary fraternity.

Those initiated by the group are: Miss Elizabeth Craig, professor of French at Millsaps; Dr. D. M. Key, President of the college; Professor J. Reese Lin, professor of philosophy and history; Mrs. Lois Barrow Clark, Jackson; Sidney Smith, Jackson; and Robert W. Ousley, Laurel.

Unique in its campus setting, certainly among colleges of our Church and possibly among American colleges as well, is Florida-Southern College (Lakeland, Fla.). It has for its campus a fifty-acre orange grove, situated on the shore of a beautiful, crystal lake.

Progress Reported in Financial Campaigns

ACTING on the theory that there never is a truly good time for money raising, various of our colleges have "taken the bull by the horns," so to speak, and in spite of depression psychology they have launched financial campaigns with definite objectives in view. In so far as CHRISTIAN EDUCATION MAGAZINE has been able to learn, they report gratifying progress.

Southern Methodist University

Southern Methodist University has very recently been bequeathed $5,000.00 by the late A. V. Burk of San Antonio, Texas, President Charles C. Selecman has announced. A perpetual trust will be set up by the gift to be known as the A. V. Burk Memorial Fund, the income of which is to be used to assist theology students.

Dr. Selecman also announced the receipt of a deed to the home of Dr. and Mrs. Albert Louis Scales in Dallas. In presenting the deed to S. M. U., Dr. and Mrs. Scales specified that their home shall become the property of S. M. U. at their death and the income from it will be used to aid theology students.

A campaign for $1,000,000 which will begin in April, is the third step in the Five Year Program which was adopted at the suggestion of President Selecman at the last June meeting of the Board of Trustees.

The first two steps were accomplished by the generous gift of Mr. and Mrs. W. W. Fondren of $400,000.00 for a new library, and the payment of the stadium debt by receipts from the Rose Bowl game.

A recent letter from the University reads in part as follows:

"Progress on the Dallas campaign is very encouraging. The campaign is supervised by President Selecman with our new Vice-President, Dr. C. Q. Smith, in direct charge. Organization is almost complete and the response received from Dallas business men has far exceeded our expectations. The $1,000,000.00, when raised, will be used to pay off the University debt of $475,000.00; add almost a half million to our endowment; and complete our Administration Building. The campaign is scheduled to begin in April and will last several months."

Central College

That Central College will attain its membership goal of ten thousand persons enrolled in Central Clubs seems probable, for daily reports that come to the college indicate the membership grows steadily. With dues for membership only one dollar a month, the club movement carries an appeal to a large constitutency who appreciate having a personal touch with the institution in addition to whatever financial assistance they may make by gifts or money subscriptions.

Columbia College

Sometime ago when Columbia College entered upon definite plans to raise $150,000.00, the amount needed to complete its endowment and to make the college eligible for membership in the Southern Association, a generous donor presented to the college one third of the needed sum on condition that the city of Columbia and the two South Carolina Conferences would raise the other two thirds. The city of Columbia has responded to the situation and has promised $50,000.00, and plans are now reaching completion for the college to take its case to the field in an appeal to the two South Carolina Conferences for

the third $50,000.00 needed to enable it to reach its objective. At the 1935 sessions of the Conference, right-of-way was voted to the college for this campaign.

Lambuth College

In spite of difficulties, Lambuth College continues to move forward with its debt removal campaign for $200,000.00. Preliminary cultivation has been under way for some months and a recent report from the college states:

During the period of solicitation, April 19-May 10, an effort will be made to enlist at least ten per cent of the members of each church as regular contributors. One dollar a month is the unit of giving. If this goal of one dollar a month from ten per cent of the Methodists in the conference can be reached, more than $100,000.00 a year can be secured.

Although no general soliciting of funds has yet been undertaken, approximately $15,000.00 has been secured in cash since November 1, 1935. Several individuals have also voluntarily made pledges in support of the plan. Several small bequests have been received within the past two or three years and some friends have recently made wills in which Lambuth College has been remembered. The outlook for the college is more encouraging than it has been for several years.

Athens College

Not content with the liquidation of $46,000.00 of floating indebtedness a year or so ago, Athens College with the approval of the North Alabama Conference has entered upon a financial program similar to those of Central and Lambuth Colleges. The objective is to enlist 10,000 members in Athens College Centennial Clubs, each member agreeing to pay a membership fee of $6.00 per year. The understanding is that $1.00 out of every $6.00 shall go for debts, and the immediate objective is the raising of $60,000.00, $10,000.00 of which is to apply on debts and $50,000.00 is to go on endowment. The campaign is just now getting under way and will be taken to the churches during the period from March to May. The city of Athens, itself, and the county in which it is located, are underwriting $18,000.00 of the amount to be raised.

Millsaps College

Mention is made elsewhere in this issue of Christian Education Magazine of a new physical education building now in process of completion on the Millsaps campus. A report from the college says:

"A considerable part of the money for this building has been in the hands of the Board for some time. Last spring a group of citizens and friends particularly interested in the project formed a small committee of board members, alumni, and others, and were very successful in raising some $10,000.00 to complete the project, most of it coming from the Jackson District, a considerable part being payments of subscriptions to our building campaign of 1929 that had not then been paid. The building will be completed and dedicated at our approaching commencement, June 2. It will be named the Buie Memorial Building since it is so largely a gift from the estate of the late Webster M. Buie, Treasurer of Millsaps College, nephew of the founder, Maj. R. W. Millsaps."

In addition to this building program, however, the two Mississippi Conferences have authorized a campaign of individual solicitation to provide a support fund for Millsaps College and to add to the permanent

funds of the institution. At a recent board meeting a steering committee was set up to promote a campaign looking to the raising of $10,000.00 a year as a support fund for the college over a period of five years and also to the addition of $200,000.00 to the permanent funds of the college during that period. The alumni association has entered more definitely and actively in co-operation with the college in these efforts than for some time, and an alumni secretary has entered upon the organization of 1,500 graduates and many thousand former students of the college.

* * *

In a discussion of the "Objectives of Education" recently before the principals of Shreveport schools, Dr. Pierce Cline, President of Centenary College, emphasized that "the school should become a great molding force in society rather than a mere institution for perpetuating the records of man; that it should teach not only what good citizenship has been but what good citizenship ought to be; that the content of education should not be presented merely to glorify the past but to benefit the future."

* * *

Attractive bulletins have recently been received in the office of CHRISTIAN EDUCATION MAGAZINE from Millsaps College and Brevard College. The Millsaps bulletin is a pictorial issue and is especially artistic. The Brevard bulletin is cooperatively prepared by the administration, faculty, and students. It is contemplated that future issues shall be printed in the College Print Shop.

Preliminary Math Examinations Given

PRELIMINARY examinations were held at Millsaps College recently as a part of the college's participation in the annual mathematics tournament of the Southern Intercollegiate Mathematics Association. The finals, according to Dr. B. E. Mitchell, head of Millsaps' mathematics department and president of the SIMA, will be held during the month of May at Louisiana State University.

Since the foundation of the Southern Intercollegiate Mathematics Association in 1933, Millsaps has been regional winner once in the preliminaries. L. S. U. won over Millsaps in 1934 finals by a 3-2 majority, while Centenary College won in all five fields last year.

Dr. Mitchell announces that he plans to organize a student mathematics club at Millsaps.

* * *

Taking advantage of a train stop as Toyohiko Kagawa, noted Japanese Christian, was en route to fill major engagements in the state, Greensboro College (Greensboro, N. C.) leaders arranged a speaking program for the noted leader. Odell Memorial Auditorium of the college was packed half an hour before the hour for his address. Not only the student body and faculty but townspeople and friends from High Point, Thomasville, Reidsville, Winston-Salem, and other places came to hear him. Telephone, radio, and newspapers were used to publicize the meeting which was arranged on short notice.

Modern education insists on perusal of the Third Testament, the testament of science, that reveals a miraculous world of co-ordinated enegry. The student of today has a privilege denied the youth of previous ages. He has a chance to undergird faith with observation of Infinite Intelligence at work.—*Carl Sumner Knopf—The Student Faces Life. Judson Press.*

Emory Head Visions Wider Service for Church College

COLLEGE will change in years ahead. . . . . We would not have it otherwise. Education will not be the same. Society will not be the same," was the prediction made by Dr. H. W. Cox, President of Emory University, when speaking before a body of Emory alumni recently.

"We can only hope," said Dr. Cox, "that the college may be ever ready to meet the new needs of a changing civilization . . . . through release and training the human mind and spirit. This is the ideal of liberal education."

During its centennial year, Emory University is sponsoring, wherever possible, a discussion of the place in society of the church college or university.

The most vital need of theology schools is to connect religion with actual living rather than to carry on more theoretical discussions of religion. This will draw Christianity closer to the total life of man.

Growing interest in fine arts should be fostered and nurtured "since understanding and appreciation in these fields are parts of the equipment of the liberally educated man."

"Our country needs today, more than ever before, men trained in business fundamentals . . . . who can think for themselves . . . . in promoting general welfare of the community, state, and nation." To turn out such men should be the goal of departments of business administration.

In relation to the part played by physical education in the successful life, Dr. Cox expressed the sentiment that "every graduate should go out into the world thoroughly equipped physically as well as mentally and morally."

Our adult generation is just becoming conscious of its duty toward youth and of the great happiness that can come from sacrifices made for the sake of young people during their dependent years. To remove or to diminish the opportunity by insisting that youth adopt a "pay as you go" policy during its education may be business but it is not human or unselfish. Voluntary financial support of colleges and universities by individuals, municipalities, and states which derive only an indirect benefit from them, is too valuable a tradition to lose. It gives an opportunity to the donor to sell what he has to feed the poor, intellectually speaking. It must not be discarded and be replaced by an apparently accurate bank accounting system of buying education. Civilization should continue to lend a college education to its youth and expect them to pay it back in ideas, in achievement, and in public service—not in dollars.—*From The Awakening College—Clarence Cook Little, W. W. Norton & Co.*

There must be a reversal of attitude in the narrowly sectarian colleges and universities, or the gap between the mental attitude of their graduates and those of their non-sectarian contemporaries will steadily widen.

Civilization in blindness, maudlin sentiment, and high-sounding theological banalities has sowed the wind; it may some day in sorrow, suffering, and bitter controversy reap the whirlwind. Scientific truths have an uncomfortably vigorous way of insisting upon recognition. —*From The Awakening College—Clarence Cook Little—W. W. Norton & Co.*

Nowhere, more than in colleges, does their exist better evidence of the truth that it is wiser and nobler to remain poor but free, than to acquire wealth at the cost of liberty and the right to call your soul your own.—*From The Awakening College—Clarence Cook Little—W. W. Norton & Co.*

Of all the arts none has been discussed longer or with more persistence than education, and yet about none do we have less definite knowledge of a scientific character.—*From The Awakening Colleg—Clarence Cook Little, W. W. Norton & Co.*

Judaism read a Testament promising goods; Jesus read a Testament promising good. The Jewish patriot sought power to do something; Jesus preached power to be something.—*Carl Sumner Knopf—The Student Faces Life. Judson Press.*

THE DIVISION OF

The Methodist Student Movement

HARVEY C. BROWN

Need for a Church-wide Student Religious Program

THE UNCLAIMED FRONTIER, so far as the Methodist Episcopal Church, South, is concerned, is on the campuses of our Church-related and tax-supported institutions of higher learning. It is not exaggeration to say that one of the greatest problems now facing our Church is that which is created by the fact that year after year an increasingly large number of our Church young people are leaving our homes and local churches to enrol in one of the many colleges and universities of our country.

Speaking to this point the late President Alderman of the University of Virginia declared the American State University to be the largest missionary field in the world, not because it is the home of heathen but because it holds such a large portion of the future leadership of the nation. He said: "Of that dynamic group the Church cannot say, 'Their education is not in our hands,' and the state cannot say, 'we are silent on all matters of religion,' without both claiming that they regard religious training as negligible in the life of educated men." We would not expect either of these groups to admit the truth of such a criticism; nevertheless, as far as the Christian Church is concerned, much of the criticism is entirely justified.

The Church's problem is further complicated by the fact that the last twenty-five years have shown a steady flow of students from Church schools to the state university. This movement toward state schools among Methodist youth has been especially great. In one of our great state universities of the South, with 6,000 students, 30.6 per cent of these are Methodist.

In the light of these facts it is necessary for our Church to face its responsibility in conserving its equity in its own young life when these years of training are being squarely faced. The following tasks loom with increasing urgency.

1. To prepare young people to cope with life as found in the college and university campus;

2. To keep our students at higher educational institutions (and especially those not related to the church) in touch with the Church and its program;

3. To keep in touch with our leadership being prepared by colleges, universities, professional and technical schools not controlled by the Church.

4. To assist college and university trained young people in finding a place for service in the Church after graduation.

These tasks can be emphasized by a few figures. The following percentages show to what extent young people in the United States are being prepared for leadership in certain fields at educational institutions not controlled by religious organizations:*

(1) Various Divisions of Agriculture—almost 100%.

(2) Teaching in Elementary and Secondary Schools—more than 96%.

(3) Various Fields of Enigeering—more than 90%.

**The Christian Student,* Board of Education, M. E. Church.

(4) Medicine and Surgery—more than 80%.

(5) Teachers, Admistrators, in Normal Schools—more than 80%.

(6) Business and Commerce—almost 75%.

(7) College Trained Housewives, and Homemakers—more than 70%.

(8) The Law—almost 70%.

The only recognized agency of our Church to work with these groups and with similar majorities of young people who are interested in other fields is the Wesley Foundation. The need for a religious program for students is obvious.

Student Conferences

THERE has been a very interesting trend toward the late winter or early spring as a more satisfactory time for holding state-wide Methodist Student Conferences. Three years ago practically all of our student conferences were held in the fall quarter or in the first semester. While there are definite advantages in having these conferences in the fall, on the other hand there are some compensations to be had in selecting as a meeting time, either the late winter or the early spring.

The campus football schedule is hard to compete with. In the fall season it is exceedingly difficult for many campuses to plan student conference programs, which are not seriously interfered with by football games and homecoming celebrations. This reason along with others explains the trend toward winter and spring schedules for state-wide student gatherings.

Since the twenty-fourth of January we have had State-wide Student Conferences in Tennessee, Florida, Georgia, South Carolina, and Louisiana. The Tennessee Conference was a co-operative project with the Episcopal, Presbyterian, and Disciples denominations and with the Christian Associations. The general theme for all these Conferences has been "Christian Students in Action." Among the keynote speakers have been outstanding Church and faculty leaders like Dr. Lynn Harold Hough, Dr. H. D. Bollinger of the M. E. Church, and Dr. James W. Workman, Dr. William T. Watkins, and Dr. William Akin Smart of our own Church. In all these conferences, forums "action" groups, addresses, panel discussions and personal counseling characterized the program. Ample opportunity has been given to conserve values of the Church-wide Young People's Conference which was held in Memphis during the Christmas holidays. Students have faced squarely in "action" groups certain aspects of the general theme as, "The Bible as a Guide to Student Action," "Campus Problems and Student Action," "Student Action for Peace," "Student Action and Race Relationships," "Student Action and Economic Relationships" and "Student Counselors Facing Student Problems."

Student delegations have evidenced an unusual interest in these programs. Before the holidays they were looking forward to the Memphis Conference. Since the Memphis experience there has been a keen desire on the part of our student leaders to do something definite in facing personal, campus, and community problems. In many Conferences interest groups have become *action* groups. Recommendations have been made, strongly urging delegations to carry the value of the Memphis Conference by means of deputations to community and campus groups which could not participate in these Conferences.

Those of our campus leaders who feel the pressure of their responsibility are responding enthusiastically

to our Methodist Student Movement program. Never in the history of our Church have students been more interested in mobilizing to face squarely and earnestly the task of Christian discipleship. There is a contagion about the activity of many campus and state groups. Because of fervor and action on the part of some there is developing an inquisitive interest on the part of other student groups outside our Movement.

Leadership Schools

"On to Sequoyah and Lake Junaluska" is the slogan being developed by our Wesley Foundation and campus leaders. In the past we have made available one seminar for workers. This year we are providing for one hundred and fifty leaders in two seminars. The theme is, "Counselling and Personality Adjustment."

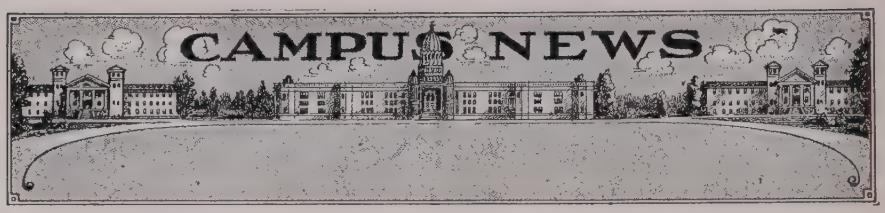
Mount Sequoyah, July 14-28, Dr. Karl Stolz; Lake Junaluska, August 4-18, Dr. Richard H. Edwards.

Every campus in the South should be interested in sending at least one faculty member to one of these seminars. Dr. Karl Stolz of The Hartford School of Religious Education and Dr. Richard H. Edwards of Cornell University are two of the best qualified men in America to lead the thinking of faculty men and religious workers in this important area of Personal Counselling. This is the heart of our religious program for students. Ample provisions are being made to take care of a large attendance of Wesley Foundation Directors, Directors of Campus Religious Life, Heads of Departments of Religion, Faculty Counsellors, Pastors in College situations, Directors of Religious Education, Conference and General Board officers, and Secretaries.

Religious Drama

The last two years have brought renewed interest in religious drama in many of our campus Wesley Foundation units. One of the cooperative projects our Methodist Student Movement is sponsoring with the Wesley Foundation of the Methodist Episcopal Church is the National Society of Wesley Players. Dr. H. D. Bollinger, National advisor, recently made a tour of the South and installed four new Chapters. These groups are: Omicron Chapter, University of Alabama; Pi Chapter, University of Florida; Rho Chapter, University of Georgia; Sigma Chapter, The College for Women of the University of North Carolina. This means that more than one hundred new members from our Wesley Foundation units have affiliated themselves with the National Players. If our college youth assists our Church leadership in bringing in a new day they will sing and dramatize their way to success and victory. These groups are parts of our Wesley Foundation organization with a distinctive task. In setting forth this task Dr. H. D. Bollinger says: "The ultimate reason for the existence of the National Society of Wesley Players is in the distinctiveness of our mission. We are the only national society that exists for the promotion of religious drama."

By terms of William Bross' will, $15,000 will be awarded for a manuscript on the fiftieth anniversary of his death. Subject: Relation between any branch of knowledge and the Christian religion. Date due, September 1, 1939. Ambitious writers should communicate with President Herbert McComb Moore, Lake Forest College, Lake Forest, Ill.—*School Life.*



Oldest College for Women Enters Centennial Year

PROMINENT on the 1936 calendar of Methodist educational circles is the celebration of the centennial of famous Wesleyan College (Macon, Ga.), oldest college for women, which celebration was launched formally January 4 by President Dice R. Anderson in a short talk over station WSB, and followed up by an address in New York City over the Columbia Broadcasting System, January 19.

Radio programs will be used extensively in the Wesleyan Centennial Observance this year. It is announced by college authorities, that radio talks by trustees, faculty members, and alumnae will be given twice a month over the Atlanta station, WSB.

According to President Anderson, the story of Wesleyan College antedates the charter of the institution in 1836. He says, "for a decade or more before the establishment of a college for women, there had been earnest voices pleading for the rights of women for the same educational privileges as had been granted to men."

Noted Millsaps Band Wins High Praise and Makes New Friends

"THE snappiest band in the whole parade," so described by radio commentator Graham McNamee back in 1932, made new friends for itself and its college at Jackson, Miss., during the annual state tour made by the Millsaps College Band February 17-21.

The 35 band members included Crystal Springs, Brookhaven, McComb, Quitman, and Meridian on its week's itinerary.

Included on the concert program were marches, overtures, choral numbers, comedy skits, novelty numbers and solos—both vocal and instrumental. Two pieces of music, "The Guard's Colors," a march, and "The Three Trees," a novelty number, were obtained in England last summer by Band Director Frank Slater on his European tour. "Cunningham and his Collegians," student orchestra, accompanied the band.

S. M. U. Holds First Ministers' Week

SOUTHERN METHODIST UNIVERSITY had four red-letter days in January, as the institution sponsored the annual Fondren Lectures, with Dean Emeritus Charles Reynolds Brown of Yale as the lecturer, and initiated "Ministers' Week"—first to be held west of the Mississippi.

Dean Brown had as his general subject "The Master's Influence"; and had as his audience not only the usual Fondren Lecture series listeners, but a large group of preachers from west of the Mississippi, who were attending the other event.

In addition to Dr. Brown, speakers during the week were Dr. Edwin Lewis, of Drew Theological Seminary, who gave five lectures on "The Evangelical Christian Faith"; Bishop John M. Moore, speaking on "Our Church's Educational Program"; President C. C. Selecman, of S. M. U.; Bishop H. A. Boaz,

on the "Missionary Interests of the Church"; and Bishop A. Frank Smith on devotional studies.

Millsaps College Faculty Adopts New Grading System

A NEW six-point grading system, eliminating the grades-by-figures scheme, has been adopted by the Millsaps College faculty (Jackson, Miss.), to become effective at the 1936-37 school session.

Under the new system, the following points were adopted:

1. All marks will be changed from a percentage basis to a six-point letter scale as follows: "A" will represent superior work, largely of a creative nature; "B" will represent above the average achievement in the prescribed work; "C" will represent the average achievement of the class; "D" will represent the level of achievement below the average of the class in the same relationship as "B" is above the average; "E" will represent "conditioned" achievement between failure and passing which will entitle the student to another examination; and "F" will represent failure. Heretofore grades have been represented as follows: "A"—90-100; "B"—80-89; "C"—70-79; "D"—60-69; "F"—below 60, a failure.

2. Grades will not be modified by the addition of plus and minus.

3. A grade "A" gives six quality points; "B," four; and "C," two.

4. In determining scholarship awards a quality point index will be derived by dividing the sum of a student's quality points by the number of semester grades recorded.

5. For graduation with honors a student's quality point index multiplied by 42 (the usual number of courses required for graduation) must equal a minimum of 150; for high honors, a minimum of 210.

6. To attain high honors a student must not only earn the required number of quality points, but, in addition, must make at least "B" on his comprehensive examination.

Next ODK Meet to Be at Millsaps

THE next province convention of Omicron Delta Kappa, national honorary fraternity, will be held in 1938 on the Millsaps College campus (Jackson, Miss.), it is announced by Millsaps delegates returning from the province meet at Louisiana State University at Baton Rouge.

Highlights of 25 Years Show Growth at Duke

CHRONOLOGICAL highlights of Duke University (Durham, N. C.) indicate a quarter of a century of progress at that institution.

In 1910 Dr. W. P. Few was elected President of Trinity College, forerunner of Duke University.

During 1911 the Washington Duke building burned; 200 men went to work on new building projects, including completion of foundations for East and West Duke buildings. On Benefactors' Day President Few reports $234,669 given to the college during the year, mainly by members of Duke family.

The year 1912 witnessed the initiation of movement to add $1,000,000 to the productive endowment.

At Benefactors' Day Celebration, 1913, President Few announced $1,500,000 had been added to endowment during past year.

In 1914 the College for Women was projected; and 1915 was marked by the completion of Hanes Athletic Field, and a gift of funds by B. N. Duke to build a granite wall around the campus.

In 1916, B. N. Duke endowed the Flowers Lectureship. The college endowment had grown to $1,600,306; the college's total assets were

given as $2,586,281 and its curriculum consisted of 170 courses.

In 1917 was celebrated the 25th anniversary of the removal of Trinity College to Durham. The first North Carolina pastors' school was planned for 1918.

In 1918 Trinity's Service Flag numbered 1,029 stars. The first alumnus to be killed in service in France was Robert Banks Anderson. Miss Martha Buchanan was appointed first Dean of Women.

1919 witnessed the first summer school. James B. Duke gave $100,000 to be applied to expenses and James A. Thomas gave $5,000 to be expended in behalf of women students.

1920: Durham people and alumni subscribed $225,000 for Southgate Memorial Building; installation of Phi Beta Kappa chapter; first football game played at Trinity after a quarter of a century. Trinity 20, Guilford 0.

1921: First May Day revels; Southgate building opened.

1923: James B. Duke adds $1,000,000 to endowment; cornerstone of memorial gymnasium is laid.

1923: Angier Duke's will provides $250,000 for Trinity College.

1924: Student enrolment passes 1,000 for first time.

James B. Duke signs indenture of trust creating an endowment of $40,000,000 for educational and charitable purposes in the two Carolinas, making Duke University possible.

Name of total institution changed to Duke, with Trinity College remaining as undergraduate college for men.

1925: First Duke University catalogue issued. First commencement at Duke sees 187 degrees awarded. Endowment placed at $14,978,000. James B. Duke dies; the codicil of his will provided $10,000,000 for building and endowing hospital and medical school.

1926: Work in progress on four new dormitories, a library and classroom building.

1927: Seventy-sixth session begins with new buildings occupied. C. C. Dula gives $200,000 to endowment.

1928: Building permit issued for more than $2,000,000 in construction on new campus.

1929: B. N. Duke dies; will provides $580,000 to increase the Angier B. Duke Memorial fund to a million dollars. Library summary shows 151,520 volumes.

1930: General Education Board grants $300,000 to School of Medicine.

G. G. Allen and W. R. Perkins give 50-bell carillon. Hospital opened. Woman's College begins operations.

1931: Mrs. Mary Duke Biddle gives old Washington Duke homestead to University; first commencement on new campus.

1932: First sermon in new chapel preached by Dr. Joseph Fort Newton.

First carillon recital played by Anton Brees.

1933: Degrees granted to 504 at 81st commencement.

1934: Opening of new sessions with student enrolment of 3,262.

1935: Approximately 3,400 students enrolled. 652 degrees at commencement.

Dedication services of new *Methodist Hymnals* for the Broad Street Methodist Church in Hattiesburg were conducted Sunday by Dr. A. P. Hamilton, dean of freshmen at Millsaps College, Jackson, Miss., in the second consecutive Sunday's address by Dr. Hamilton at Mississippi's hub city.

Newsy Odds and Ends

MAUD M. TURPIN

A recent donation of $40,000 to Emory University (Atlanta, Ga.) from the Lewis H. Beck Foundation will be used to secure 500,000 volumes by 1946 to make possible research work for the Ph.D. degree.

* * *

Wallace Wade, present head coach at Duke University (Durham, N. C.), during the 17 years he has been engaged in football has won 128 games, lost 27 and tied 7. Many of the games lost were by one touchdown.

* * *

Under the sponsorship of the recently organized Campus-Church-Relations Committee Greensboro College (Greensboro, N. C.), with the co-operation of West Market Street Church, has organized a College Class for women students.

* * *

Three Chinese alumnae of Wesleyan College (Macon, Ga.) have attained world-wide renown. They are Madame Sun Yat Sen, widow of the Father of the Chinese Republic; Madame H. H. Kung, wife of the Minister of Finance; and Madame Chiang kai-Shek, wife of the head of the Nationalist party and former president.

* * *

With the beginning of the second semester, new Methodist activities were launched at the University of Alabama (Tuscaloosa), where eleven hundred Methodist students are enrolled. The Rev. Graham Echols is the director of the movement and fourteen committees are working on different phases of the Methodist program.

The Greensboro College Glee Club (Greensboro, N. C.), an outstanding organization of Greensboro College, started the second college semester well with a series of concerts.

* * *

Dr. Guy E. Snavely, President of Birmingham - Southern College (Birmingham, Ala.), has been receiving congratulations on his recent election as national President of Omicron Delta Kappa, national honor society in the field of scholarship, personality, and student leadership.

* * *

Indicative of growing interest in Scarritt College for Christian workers (Nashville, Tenn.) is the growing roster of Scarritt Associates, which in three months increased from 140 persons to 217.

* * *

Miss Virginia Garner, head of the Journalism Department at Wesleyan College (Macon, Ga.), attended the 23rd annual convention of the American Association of Schools and Departments of Journalism, and in American Association of Teachers of Journalism held in Washington, D. C., December 27-30, and was present at the special conference the convention delegates had with President Franklin D. Roosevelt at the White House.

* * *

Centenary College (Shreveport, La.) was represented at the January 10 meeting of the program committee for the 1936 Young People's Assembly of the Louisiana Annual Conference by two students, Miss Pearl Hattic, senior, and D. L. Dykes, sophomore. The Assembly

is to be held at Centenary College in June.

* * *

A complete registry of blood diseases maintained at Emory University (Atlanta, Ga.) by the American Society of Clinical Pathologists, headed by Dr. R. R. Kracke, of Emory's faculty, is one of the school's prized possessions. The registry is considered one of the most remarkable classifications in existence of rare blood types.

* * *

A signal honor in the academic world was recently received by Birmingham - Southern College (Birmingham, Ala.), when a charter of Mortar Board, national honor society for college women students, was installed. Birmingham-Southern was one of two out of 60 applicants given a Motar Board chapter at its last biennial convention.

* * *

Athens College (Athens, Ala.) is already looking forward to celebration of its centennial in 1942.

New Buildings Rise on Several Campuses

IT may be taken as one of the encouraging signs of the times that building activities on college campuses have experienced a revival in recent months and that at least one college of our Church erected a building in 1935 while two other schools now have buildings under construction. For that matter, however, the building projects among Southern Methodist colleges did not at any time, even during the darkest days of the depression, become entirely non-existent. It will be recalled that while the economic slump was at its worst Henrix College (Conway, Ark.) built in successive years a thoroughly modern Science Building and an equally up-to-date dormitory for women. At about the same time Young Harris College (Young Harris, Ga.) was rushing to completion on its campus a small but very complete and much-needed science building and Reinhardt College (Waleska, Ga.), after a disastrous fire some two years ago, set for itself and carried through to successful conclusion the task of replacing its boys' dormitory with a far better building.

During the summer of 1935 Central College (Fayette, Mo.) erected on an appropriate site near its campus a new astronomical observatory to be used henceforth in lieu of a less fortunately located one twelve miles or more from Fayette. The new structure permits the centralizing of the astronomical work on the campus and to these new quarters the thirteen-inch telescope belonging to the school has been moved from its former location in the other observatory.

At present Millsaps College (Jackson, Miss.) is watching the final touches being put on a new and complete Physical Education Building and Florida-Southern College (Lakeland, Fla.) has work well under way on an impressive new dormitory for women, while at Birmingham - Southern College (Birmingham, Ala.) Andrew Hall, which was largely burned during Christmas holidays, will be reopened the first of April with improvements which will make it one of the best.

Hiwassee College, Madisonville, Tennessee, reports interesting use of the College Day materials sent out by the Department of Schools and Colleges early in January. As a part of the day's promotion the musical organizations of the College presented a thirty-minute radio broadcast on Sunday, January 12, over Station WNOX, Knoxville.

Pointed Paragraphs

Education and religion should be so interwoven that each becomes a part of the other.—*Henry Churchill King.*

* * *

Our young people must be given, not a guarded and secretive, but a liberal education.—*The American Friend,* December 12, 1935.

* * *

Whatever America is, or shall be, the rugged religious purposiveness of the forefathers must be included as the chief element in our greatness.—*Carl Sumner Knopf—The Student Faces Life. Judson Press.*

* * *

Some noble leadership and achievement have come out of decidedly rigid curricula that gave a man cultural altitude before he sped away on life's course.—*Carl Eumner Knopf—The Student Faces life. Judson Press.*

* * *

Allow no selfish interests of state executive or politicians, local profiteers or tradespeople, or of donors, no matter how large their prospective gift, to interfere directly or indirectly with any program honestly devised for the physical, mental, or moral advancement of the students.—*From "The Awakening College"—Clarence Cook Little.*

* * *

The religion of college students is, then, unformed just as is their intellect. . . . . It is tolerant of those who are tolerant, and suspicious of, or hostile to, those denominations which dogmatize. It is not worried so much about personal salvation as about the chance for serving humanity. . . . . It loves and trusts God more than any generation before and it is unafraid.—*From "The Awakening College"—Clarence Cook Little. W. W. Norton & Co.*

* * *

Is it not the supreme responsibility of the church-related college or university to teach through every subject, by every possible method, and by the lives of its administrators and professors that there is a God "keeping watch above his own" and in the long years executing judgment among men; that righteousness is its own reward and has consequences which reach far beyond the individual life?—*Christian Education,* June, 1935.

* * *

We can ill afford to preach righteousness from the pulpit and urge its practice on the street and fail to meet its requirements in education. Here the institutions of the Christian Church have the opportunity of showing that the virtue of integrity cannot be better illustrated than in the maintenance of academic standards clearly understood and honestly applied. —*Fifth Report of Commission on Education* (1910).

* * *

When we admit Tom, Dick, and Harry into our colleges, not because they are highly desirable, either because of a consuming passion to make something of themselves or because they have that inherent intellectual capability which helps to make a respectable college citizen, we develop a heterogeneous college community not entirely unlike a country club.—*Herbert John Burgstahler, President of Cornell College, Mount Vernon, Iowa,* in *The Christian Student,* August, 1935.

* * *

To effect transformations and development in the lives of students is the God-given task and responsibility of Christian Higher Education. There can be no other. If students leaving the campus are not better, morally and spiritually, than when they entered, the colleges have failed. If students do not take as much, nay more, interest in the church and its activities after they return home from church colleges than before they left home, those colleges did not achieve the purpose for which the Church founded them.—*Christian Education,* June, 1935.